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PARENTAL INVOLVEMENT AND COMMUNITY SUPPORT IN RELATION TO TEACHERS' ROLE SATISFACTION IN THE ARAKAN NORTH DISTRICT

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ABSTRACT

This study examined the levels of parental involvement and community support and their relationship and influence on teachers' role satisfaction in the Arakan North District, Arakan, Cotabato, Philippines for school year 2025–2026. Using a descriptive-correlational design, the study surveyed 132 elementary school teachers through complete enumeration. Data were collected using a validated researcher-made questionnaire with five-point Likert scales and analyzed using weighted means, Spearman rho correlation, and multiple regression analysis. Results revealed that parental involvement and community support were both rated as Highly Involved and Highly Supported, respectively. Teachers' role satisfaction was rated Highly Satisfied across all dimensions. Spearman rho analysis showed that parental involvement—particularly communication with teachers and participation in school activities—was significantly related to professional growth opportunities. Regression analysis confirmed that parental participation in school activities significantly influenced teachers' sense of accomplishment ($t = 3.061, p = 0.003$) and workload balance ($t = 2.215, p = 0.028$), while communication with teachers strongly predicted professional growth opportunities ($t = 16.704, p = 0.000$). Community resource support and participation in school governance also significantly influenced teachers' sense of accomplishment. These findings affirm that strengthening parental and community partnerships significantly enhances teachers' professional satisfaction and performance.

KEYWORDS: *parental involvement; community support; teachers' role satisfaction; descriptive-correlational; Arakan North District.*

INTRODUCTION

Teachers in contemporary educational settings face compounding challenges including heavy workloads, diverse student needs, and escalating administrative demands. In developing countries like the Philippines, these pressures are further intensified by limited parental and community support, often resulting in teacher burnout and diminished job satisfaction (Rahman et al., 2021). Parental involvement—encompassing parent-teacher communication, home support, participation in school activities, attitudes toward education, and collaboration—has been consistently linked to positive teacher outcomes (Boonk et al., 2020). Similarly, community support through resource provision, partnership programs, safety measures, and governance participation creates conditions that enable teachers to perform more effectively (Epstein & Sheldon, 2021).

Despite the growing body of research on these factors, their combined impact on teachers' role satisfaction—particularly in rural Philippine settings—remains underexplored (Kim et al., 2022). Teachers' role satisfaction encompasses how fulfilled, supported, and valued educators feel in their work (Collie & Martin, 2020) and directly influences teacher retention, performance, and school effectiveness (Tan et al., 2021).

This study sought to quantitatively determine the levels of parental involvement and community support and examine their relationship and predictive influence on teachers' role satisfaction among elementary school teachers in the Arakan North District for school year 2025–2026. The study is grounded on Epstein's Overlapping Spheres of Influence Theory (2011) and Teachers' Role Theory, which emphasize the critical synergy between family, school, and community in supporting teacher effectiveness and satisfaction.

MATERIALS AND METHODS

Research Design. A descriptive-correlational research design was employed to describe the levels of parental involvement and community support and to determine their relationship and influence on teachers' role satisfaction (Aranggo, 2023; Pasoot & Ching, 2023).

Locale and Respondents. The study was conducted in the 19 elementary schools comprising the Arakan North District, Municipality of Arakan, Cotabato, Philippines. Through complete enumeration, all 132 elementary teachers who met the inclusion criteria (minimum one year of teaching experience and willingness to participate) served as respondents.

Instrument. A validated, researcher-made questionnaire with three parts measured: (1) parental involvement across five dimensions—communication with teachers, support for student learning at home, participation in school activities, parental attitude toward education,

and collaboration with teachers; (2) community support across four dimensions—resource support, partnership programs, safety and security, and community participation in school governance; and (3) teachers' role satisfaction across four dimensions—sense of accomplishment, work environment, professional growth opportunities, and workload balance. Each dimension contained five items rated on a five-point Likert scale. Reliability was established using Cronbach's Alpha.

Statistical Analysis. Weighted means described the levels of each variable. Spearman rho correlation coefficients determined the relationships between parental involvement/community support and teachers' role satisfaction. Multiple regression analysis identified significant predictors of each satisfaction dimension.

RESULTS AND DISCUSSION

Level of Parental Involvement

Parental involvement across all five dimensions was rated Highly Involved (overall weighted mean range: 4.76–4.93). Collaboration with teachers yielded the highest mean (WM = 4.93), indicating that teachers consistently experience strong parental cooperation in addressing student academic and behavioral needs. Participation in school activities (WM = 4.85), parental attitude toward education (WM = 4.89), support for student learning at home (WM = 4.79), and communication with teachers (WM = 4.76) were all similarly high. These findings align with Gonzales and Lambert (2020), who affirmed that high parental collaboration boosts teacher fulfillment, and with Zhao et al. (2020), who noted that effective communication forms the foundation of productive home-school relationships.

Table 1. Overall Weighted Means for Parental Involvement.

Dimension	Weighted Mean	Description
Communication with Teachers	4.76	Highly Involved
Support for Student Learning at Home	4.79	Highly Involved
Participation in School Activities	4.85	Highly Involved
Parental Attitude Toward Education	4.89	Highly Involved
Collaboration with Teachers	4.93	Highly Involved

Level of Community Support

Community support was rated Highly Supported across all four dimensions (WM range: 4.84–4.88). Community participation in school governance posted the highest mean (WM =

4.88), followed by partnership programs (WM = 4.85), resource support (WM = 4.84), and safety and security (WM = 4.84). These results corroborate Kim and Bryan (2021), who found that community stakeholder engagement significantly enhances teachers' working conditions. Active community participation in governance especially resonates with Nguyen and Hunter (2021), who linked such involvement to stronger trust and accountability in school leadership.

Table 2. Overall Weighted Means for Community Support.

Dimension	Weighted Mean	Description
Resource Support	4.84	Highly Supported
Partnership Programs	4.85	Highly Supported
Safety and Security	4.84	Highly Supported
Community Participation in School Governance	4.88	Highly Supported

Level of Teachers' Role Satisfaction

Teachers' role satisfaction was rated Highly Satisfied across all four dimensions (WM range: 4.74–4.89). Work environment received the highest rating (WM = 4.89), while professional growth opportunities received the lowest (WM = 4.74)—though still within the Highly Satisfied range. These findings are consistent with Ingersoll and Collins (2020), who affirmed that supportive work environments are critical for teacher retention, and with Darling-Hammond et al. (2020), who highlighted professional development as essential to sustained teacher motivation.

Table 3. Overall Weighted Means for Teachers' Role Satisfaction.

Dimension	Weighted Mean	Description
Sense of Accomplishment	4.85	Highly Satisfied
Work Environment	4.89	Highly Satisfied
Professional Growth Opportunities	4.74	Highly Satisfied
Workload Balance	4.80	Highly Satisfied

Relationship Between Parental Involvement and Teachers' Role Satisfaction

Spearman rho analysis revealed that communication with teachers was highly significantly correlated with professional growth opportunities ($r = 0.803$, $p < 0.01$). Participation in school activities was significantly correlated with sense of accomplishment ($r = 0.287$, $p <$

0.01), professional growth opportunities ($r = 0.264$, $p < 0.01$), and workload balance ($r = 0.328$, $p < 0.01$). Parental attitude toward education correlated significantly with sense of accomplishment ($r = 0.185$, $p < 0.05$) and workload balance ($r = 0.229$, $p < 0.01$). Collaboration with teachers showed a significant correlation with workload balance ($r = 0.162$, $p < 0.05$). Support for student learning at home correlated with professional growth opportunities ($r = 0.319$, $p < 0.01$). These results affirm that active parental engagement in school life is a meaningful predictor of how teachers experience their professional roles.

Influence of Parental Involvement on Teachers' Role Satisfaction

Multiple regression analyses showed that participation in school activities significantly influenced teachers' sense of accomplishment ($\beta = 0.305$, $t = 3.061$, $p = 0.003$) and workload balance ($\beta = 0.288$, $t = 2.215$, $p = 0.028$), while communication with teachers was the strongest predictor of professional growth opportunities ($\beta = 0.830$, $t = 16.704$, $p = 0.000$), with an R^2 of 0.729. Parental involvement did not significantly influence the work environment dimension ($R^2 = 0.026$, $p = 0.575$). These findings highlight that beyond mere resource provision, the active involvement of parents in the school community translates directly into professional growth pathways for teachers—consistent with García-Caselles et al. (2020) and Lin and Bates (2021).

Relationship and Influence of Community Support on Teachers' Role Satisfaction

Resource support significantly correlated with professional growth opportunities ($r = 0.334$, $p < 0.01$). Community participation in school governance correlated significantly with sense of accomplishment ($r = 0.232$, $p < 0.01$) and work environment ($r = 0.171$, $p < 0.05$). Regression results confirmed that resource support ($t = 2.788$, $p = 0.006$) and community participation in school governance ($t = 1.995$, $p = 0.048$) significantly influenced teachers' sense of accomplishment ($R^2 = 0.085$, $p = 0.010$). These results resonate with Epstein (2018), who emphasized that active community governance creates a shared sense of teacher responsibility and accomplishment, and Zhang et al. (2021), who found community support to be positively associated with teacher well-being.

CONCLUSION

Parental involvement and community support were both very high among Arakan North District elementary teachers, and teachers' role satisfaction was consistently high across all dimensions. Communication with teachers and participation in school activities emerged as

the most influential parental factors on professional growth and workload balance, while community resource support and school governance participation significantly enhanced teachers' sense of accomplishment. Schools and educational policymakers should institutionalize structured parental engagement programs and strengthen school-community governance mechanisms to sustain and enhance teachers' professional satisfaction. These findings contribute empirical evidence to the Epstein Overlapping Spheres model as applied in a Philippine rural educational context.

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